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ABSTRACT

Community education can be characterized as a flexible community process for addressing the community's educational needs; it is designed by local residents to meet local needs. This guide presents an overview of community education and offers some ideas for drafting and passing legislation for community education and beginning and carrying out community education programs. Following an introduction to the concept of community education, the guide is organized in seven sections. The sections provide the following information: (1) community education--what it is, what it does; (2) what does good community education legislation include? (3) a few important preconditions; (4) formulating a state plan; (5) characteristics of effective legislation; (6) elements of effective legislation; and (7) constructing the coalition to promote community education. Some examples of successful community education programs are provided throughout the text. (KC)

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A GUIDE FOR STATE INITIATIVES

CCOSA 194

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

COMMUNITY EDUCATION: A GUIDE FOR STATE INITIATIVES

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Donna Schoeny
Community Education Project Director

The Council of Chief State School Officers (CCSSO) is a nationwide nonprofit organization of the 57 public officials who head departments of public education in every state, U.S. extra-state jurisdictions, the District of Columbia, and the Department of Defense Dependents Schools. CCSSO seeks its members' consensus on major education issues and expresses their views to civic and professional organizations, to federal agencies, to Congress, and to the public. Through its structure of standing and special committees, the Council responds to a broad range of concerns about education and provides leadership on major education issues.

Because the Council represents the chief education administrator, it has access to the educational and governmental establishment in each state and the national influence that accompanies this unique position. CCSSO forms coalitions with many other education organizations, and is able to provide leadership for a variety of policy concerns that affect elementary and secondary education. Thus, CCSSO members are able to act cooperatively on matters vital to the education of America's young people.

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FOREWORD

Our schools should be centers of community life, civic education, and lifelong learning. They can be such centers through thoughtful development of community education legislation.

Community education leaders can assume lifelong citizen involvement in education--not just for small groups in isolated districts--but for millions linked across district lines by mobilizing citizen support, developing draft legislation, providing technical assistance, and setting the legislative groundwork at the state level. This book is a guide to do just that. We hope it is useful to you.

Gordon M. Ambach
Executive Director

INTRODUCTION

"Human history becomes more and more a race between education and catastrophe." -- H. G. Wells

The problems that have put American youth at risk of failure were not created within the four walls of a school and the solutions to these problems will not be found there either. The education of citizens--whether those citizens are six years old or seventy--must be a community enterprise, for it is communities that produce these citizens and communities that have the most to gain or lose in the proposition.

Today it is more evident than ever that education must be a life-long process if we as a nation are to achieve the optimum of human development for each individual and the highest possible quality of life. Education is the best mechanism available to meet this challenge but formal education alone cannot provide this kind of learning opportunity. The use of educational resources, both human resources and facilities (which represent the highest commitment of local and state budgets) must be maximized if comprehensive coordinated education is to be provided.

What education needs now is a community process that can quickly adjust our education system as the needs of our citizens, schools, and industries change. The goals of education and the needs of citizens will always evolve, but an internal community process for dealing directly with those changing goals and needs will make change not only possible, but inevitable, as communities engineer their own educational evolution. Community education is the name of this process.

Such a process is already at work in thousands of communities across the country--supported enthusiastically in states from California to Michigan to North Carolina, from Minnesota to Alabama to Ohio--as a cost-effective, individualized way to make the education of all citizens the responsibility of the community.

A STRATEGY THAT WORKED IN MINNESOTA

One of the states where an effort at obtaining community education legislation has paid off in a rapid expansion of local services is Minnesota, which currently allocates $15 million a year to community education.

Jerome M. Hughes, president of the Minnesota Senate, and a veteran supporter of community education, led the movement for state community education funding. He identifies eight critical features of a strong legislative effort:

- Bipartisan support;
- Participation of at least one influential policymaker in the statehouse;
- Provisions in the legislation that enable local education districts to employ a community education coordinator or director who will work with a citizens advisory council and principals;
- Provision of small state grants to start up or expand local programs;
- Provision of grants and technical assistance to begin model programs in a few communities around the state;
- Provisions encouraging cooperation and partnerships between local education districts and local and state governments;
- Provisions permitting local fees so the participants in each community program may share in the expense; and
- Provision eventually for a per capita funding formula so each person is recognized as a learner.

What can be accomplished through community education? In Minneapolis, Minnesota, it brings together businesses, schools, and nonprofit organizations to teach immigrants to read, write, use public transportation, and find jobs. In Detroit, Michigan, it works with business and social service agencies to provide high school dropouts with valuable computer skills. In Missouri, popular parenting programs help parents motivate their children in school, neutralize negative peer pressure, and ensure their good health and nutrition. In South Carolina, community education saves money by matching community resources with the needs of a large senior population. Although community education has thousands of manifestations in thousands of districts throughout the country, community education communities do one thing above all: they offer members of the community a second chance at education--at doing productive and meaningful work, at being better parents, at being better citizens of the community. It is unfortunate and inevitable, that some students will continue to "slip through the cracks" of K-12 schooling. But in community education school districts, the resources and knowledge will be there to help them when they do.

COMMUNITY EDUCATION: WHAT IT IS, WHAT IT DOES

The essence of community education is a flexible community process for addressing the community's educational needs. Community education programs work precisely because of this flexibility; they are designed by local residents to meet local needs. What they have in common, however, constitutes the basic tenets of community education:

- Citizens must be involved in community problem solving and decision making;
- Community resources must be incorporated in the K-12 curriculum;
- The community's educational resources must be available to learners of all ages, backgrounds and needs;
- School facilities should be used to the fullest extent possible by community residents of all ages;
- Partnerships between and among community agencies and organizations (public and private) should be established to address the needs of the community; and
- Interagency coordination should be evident.

A Half-Century of Collaboration

In some communities, community education's open schoolhouse philosophy may seem revolutionary, but the idea of community education is hardly new. Community education historians often point to the settlement houses of the early 20th century as models of community partnerships developed to help new immigrants solve social, educational, and economic problems. Other historians cite such New Deal programs as the Works Progress Administration and the Civilian Conservation Corps, formed in response to specific human needs during the Depression. These were projects aimed at getting maximum good from available resources and encouraging people to work together to achieve common goals.

Not coincidentally, it was during the Depression that the best known of the early community education programs was started in Flint, Michigan when a wealthy industrialist joined with a local educator to keep the schools open in the evenings and in the summer for programs to serve the local population. The original premise of the collaborators was a familiar one: give kids something to do and they'll stay out of trouble. But the idea grew almost at once to encompass the notion that schools could provide education, recreation, and enrichment for adults, too. Before long, lighted schoolhouses populated at all hours by education-seeking adults were visible throughout Michigan. The community school program had taken root.

The idea of community education spread through cities and towns in the Midwest throughout the middle of the century. In the 1970s, the Flint-based Charles Stewart Mott Foundation provided funds to create a 50-state network of community education development centers in universities and state departments of education. Federal legislation in 1974 and 1978 formally recognized and supported community education by funding model programs. It broadened the concept by specifying that public school systems were not the only agencies that could develop model community education programs; community colleges, recreation departments, and nonprofit associations were also appropriate agencies for this community process. Today, many states use Chapter II funds in support of community education, more than half have legislation supporting community education, and 47 states and the District of Columbia participated in the State Planning Project funded in 1988 by the C.S. Mott Foundation at the University of Virginia under the direction of Dr. Larry Decker to produce state plans for community education. In 1986, 23 states had state community education advisory councils, 49 had at least one community education supervisor in the state department of education, and more than 100,000 educators had received community education preparation in workshops held throughout the country.

In 1987, Minnesota appropriated nearly $15 million for its community education programs; Michigan, North Carolina, and

Maine budgeted more than $3 million each for community education. But effective community education initiatives at the state level require more than money. State-provided technical assistance is equally essential to strong programs at the local level. The slow steady growth of the community education concept over half a century suggests that community education is not a fad, but a trend.

WHAT DOES GOOD COMMUNITY EDUCATION LEGISLATION INCLUDE?

From its first movement beyond Flint, community education has been characterized by its diversity and, over the past 50 years, state policymakers have consistently respected that diversity, allowing local community education programs to determine their own needs and resources. Community education legislation at its best offers guidelines, technical assistance, and financial support--not specified programs and services.

Knowing what particular kinds of programs the state legislation will promote is the first step in legislation formation. In 1988, The Council of Chief State School Officers adopted a policy statement advocating eight basic kinds of community cooperation in education at both the state and local levels:

- School-business partnerships;
- Parent and community participation in school decision making, as well as in the educational process itself;
- Greater community access to school facilities and programs to promote increased achievement by children;
- Early childhood family services, including prenatal, medical, and parent education services, and day care for school-aged youngsters before and after school;
- Effective youth training programs and employment counseling in schools, as well as paid work experience linking the schools with the private sector;
- Student involvement in community activities and organizations; and
- Volunteer programs to bring parents, business personnel, community agency representatives, retirees, and other students into the classroom as participants in the teaching of students.

These seven tenets provide a generalized but wide-ranging basis for local programs. Without state support, many of these ideas will never become reality in local school districts. But in several states with community education legislation, these ideas can be seen in action, serving tens of thousands of citizens under the aegis of community education.

A FEW IMPORTANT PRECONDITIONS

These things must happen before a state can begin to change traditional school systems into community education systems:

1. **Form a Legislative Committee to Begin the Legislative Approach.**

   Enthusiastic and committed leadership is essential to a sustained legislative effort. Although widespread support is an essential part of the legislative program, in several states where community education legislation now exists, a corps of four or five activists took primary responsibility for organizing the entire effort and seeing it through. A good legislative committee is not simply a matter of numbers.

   Diversity, however, is essential to a strong committee. A bipartisan group of community education supporters from various regions of the state will have varying perspectives and expertise on the political process. This is critical to formulating sensible and politically feasible legislation. These individuals will be responsible for contacting and lobbying key legislators, developing statewide support for the community education concept, and more likely than not, drafting legislation with interested state senators and representatives.

2. **Organize to Remove any Legislative Barriers to Community Education.**

   The National Governors' Association's 1991 Report on Education includes a strongly worded endorsement of community education, but notes that some states have a serious obstacle to community education programming: legislative barriers that prevent schools from being used in non-traditional hours. In Idaho, for example, the state's insurance policy includes a provision prohibiting schools from holding programs in off-hours. In some areas, financial constraints, such as the inability to pay custodians overtime, prevent school buildings from staying open at night.

Before community education legislation can be practicable in any state, existing legislation that prevents community access to the schools must be identified and changed. How to deal with a preventive statute depends on the nature of that statute and the kind of support it has. It is important to note, however, that preventive legislation does not always have to be repealed to make way for community education. In Washington, for example, an existing legislative barrier was acknowledged in the state's community education act, but judged "notwithstanding"--thus accomplishing the objective of community education legislation without directly taking on the other law.

If existing legislation must be addressed directly, it is important to be aware that the education reform reports of the early 1980s converted many policymakers to a belief in open access. Obtaining support for repealing an antiquated, restrictive school policy may be quite simple in political terms. State senators and governors may be impressed by the 1986 resolution of the National Governors' Association: "By 1991, we believe that no community should be hampered by state law or regulation in deciding how to make the fullest use of school buildings and property."

3. Obtain From State and Local Politicians (School, Non-School, Elected and Non-Elected) Their Endorsement of the Basic Concept of Community Education.

Find out who sits on the legislature's education committees; these are the politicians whose support will be the most pivotal. Recruit members of the business community, members of educational, social services, and religious organizations to endorse your philosophy. Use your committee's connections to their fullest, and then look around the state for support from less likely sources. It's obvious enough, but too important not to repeat: the wider your base of support, the more appealing your proposal will be to your legislature.

Minnesota achieved widespread political support after it held a state conference on community education development and invited the governor and state legislators to speak. A wide variety of policymakers, educators, and business and community leaders were also encouraged to attend, and by conference's end, Minnesota community education legislation supporters found their support exponentially increased. Community education legislation was passed soon after and, in 1988, funding exceeded $15,000,000.

4. **Solicit the Support of the State Department of Education, Local Education Agencies, and University Officials.**

   Get the input of teachers about community education; call state and local union leaders; contact the education professors at local community colleges and other public or private institutions in the state. Send them information about exemplary community education programs in particular districts or newsclippings about successful local enterprises. It isn't enough to tell educators what community education is in theory--shown in practice, it will be more compelling and less threatening to those educators unfamiliar with it.

   Support of community education from public school teachers and their associations--at both the state and local levels--is vital--to your coalition; teachers' unions are a powerful voting block in almost every district in the country. Their endorsement will carry a lot of weight in the capitol, and their refusal to endorse could seriously injure the effort.

5. **Stress the importance of the appointment of a state community education advisory council with representatives from all parts of the state and from all relevant fields: business, education, social services, recreation, schools, local government, etc.**

An advisory group might be formed by executive order of the Governor. It is with these men and women that you will begin to formulate your state plan for community education--a difficult but essential step in selling the idea of community education to your legislature and to putting ideas into practice in all corners of your state.

WASHINGTON STATE'S "TAILOR-MADE" APPROACH

Community education advocates in Washington have always been conscious of strategy. The passage of Washington's legislation was preceded by a joint concurrent resolution of the legislature authorizing a two-year study of community education. According to Jerry Thornton, director of the Washington Center for Community Education, the bi-partisan study brought the issue of community education to the attention of many legislators who were unaware of its potential benefits. By the time the study was completed there was enough support in the statehouse to make community education legislation in Washington a reality.

In 1985, the legislation was amended to require that districts with community education programs address two issues of great interest to Washington legislators, child abuse prevention and family education. The high profile this afforded the community education process built legislators' awareness of the vital services community education can deliver, and Thornton is confident that the legislature is now ready to take a fresh look at what else community education can do for Washington.

FORMULATE A STATE PLAN

Before you attempt to introduce enabling legislation, it would be a good idea to have a comprehensive state plan for community education--one that details exactly what community education is and what you plan to do with it. Community education supporters can make a major contribution toward legislation if they can develop a proposal indicating what they would like to see happen in the next five years in community education in their state.

The formulation of a state plan is not a project separate and distinct from developing legislation; rather, it is a critical step in making your legislation appropriate and successful. In the process of developing your state plan you will network with state leaders, campaign for public awareness, and build a coalition of supporters--all of which will be essential when you are ready to approach the state legislature.

First Steps:

1. Draw on the experience and knowledge of community educators inside and outside your state.

   Collect data from local communities sponsoring community education programs and from other states. How did Alabama formulate its state plan? What would Oklahoma do differently? How is community education funded in South Carolina? How many are served? How has community education affected public support of schools? Build a case for community education in general, and then in particular, as it could affect your state. Be ready with facts, figures, and examples, to promote community education as an economic and a social good. Be persistent.

2. Network.

   Once you've got your facts and figures, you can begin to spread the word. Connect with community and state leaders in the areas of business, government, education, and social services. Contact the National Community Education

Association and individual state associations to let them know what you are doing and to find help when you need it.

Return to the officials who have endorsed the community education philosophy in the past, informing them of the plan and your legislative efforts. Meet with key teachers' association officials personally and send copies of draft legislation to state union heads for their input. Encourage the associations' active participation in the lobbying effort and keep members informed of plans and progress.

3. Mobilize resources and create an awareness campaign.

Support for legislation must be as widespread as possible to get the attention of elected policymakers. Build your citizen coalition by making presentations to local and state groups, forming a study committee with representatives from key organizations, submitting a draft state plan to groups for their input and building a network for various organizations to exchange ideas. Encourage the media to attend major meetings/special community education events in the state.

4. Make contact with key officials and potential supporters through personal letters or phone calls.

Direct contact is far more effective than form letters in motivating citizens. Get the state PTA and smaller groups excited. Remember, though, that building support for community education does not always have to be done on a one-by-one, step-by-step basis. Help from a popular state official can be invaluable in reaching a larger audience. In Minnesota, for example, a governor-sponsored "Lighted Schoolhouse Conference" on the value of community education gave advocates an immediate and wide-ranging support base.

5. Complete your state plan, incorporating the suggestions and perspectives of your broad citizen coalition.

The finished state plan for community education might include the following elements:

- historical overview
- philosophy and mission of community education
- purposes of the state plan--both long and short term goals and objectives
- definitions of basic community education terms. The state plan should also spell out the basic components of a local community education program: involvement; interagency cooperation; needs assessment; preparation; evaluation; provision for all ages and populations; flexibility; and coordination between SEAs, LEAs, community education centers, and community education state associations.

The state plan should also demonstrate how states can use their resources to strengthen community education's scope and effectiveness. It should endorse coalition-building techniques that include a wide range of participants in the community education planning process. In addition it should encourage and coordinate networking at the national, state, and local levels. It should examine related state education agency (SEA) model programs to establish funding precedents for community education. Finally, it should analyze and compare the strategies of states that have successfully passed community education legislation.

A well-constructed state plan is an enormous aid in obtaining support from legislators. Once it is completed, send it to all members of the education committee, and arrange with supporting members a process for drafting the legislation.

CHARACTERISTICS OF EFFECTIVE LEGISLATION

Ideal state legislation would allow bottom-up management: community involvement and greater freedom by local school districts to meet community needs. What makes community education work is the institutionalization of a comprehensive, flexible process--not a series of patchwork programs.

Since individual states are as different from each other as are individual communities, each state's community education goals will address a different set of needs. Good community education legislation, therefore, should be tailored to the needs of particular states. In Washington State, community education was passed with an unusual (but politically astute) requirement--that funded districts must offer programs on child abuse prevention. In West Virginia, where unemployment continues to be high, supporters of community education legislation might wish to emphasize community education's job training capabilities. The language and phrasing of the legislation should emphasize those things that state policymakers agree are the most urgent needs of the state.

State legislation that is enabling, leaving local districts the option to begin a program, is usually couched in phrases that are broad enough to leave state and local officials the flexibility needed to provide community-specific programs.

While many state policymakers center their legislative preamble around a negative scenario--using the high dropout rate, for example, to emphasize how community education excels at providing job training and other programs for youth--this may not be the best way to form legislation in the long run. A state's most pressing problems change over time. The best legislation provides an assertion of community education's effectiveness that is broad enough to keep it relevant for decades, no matter what problem or item is at the top of the political agenda.

Enabling legislation can be as generic as Utah's--"Community education funds shall be used to engage the public in determining the roles that schools should play"--or as complex as Arizona's, which tells local districts which particular funds

they can draw from to pay local community education directors. It is important to keep the statement of intent brief and flexible. A review of supportive legislative findings may follow and include specific, and particularly timely, reasons for community education legislation.

The format of state legislation depends, of course, on the procedures and protocol of a particular legislature. It is helpful to examine successful bills developed by other education organizations in the state before beginning to plan for new community education legislation. The format, language and style incorporated in these documents may frequently be adaptable to the proposed community education legislation.

ELEMENTS OF EFFECTIVE LEGISLATION

Despite differences among states, there are several elements that all good community education legislation will include.

The Statement of Purpose

This is probably the most individualized part of state legislation, concisely expressing the legislative intent. A broad statement of purpose, like South Carolina's, may be most effective:

> "It is the purpose of this Act to facilitate the provision of recreational, educational, cultural, social, health and other community services, in accordance with the needs, interests and concerns of the community, through the establishment of community education programs, in cooperation with other governmental and community service organizations."

Definition of Terms

States may want to define a number of educational terms in their legislation--terms like Local Education Agency (LEA), state board, and community education coordinator. One term, however, must always be carefully defined--"community education." Like the statement of purpose, the definition of community education will reflect what supporters intend to accomplish with community education at the local level over time. A broad description like South Carolina's is especially good for allowing flexibility:

> "For the purpose of this Act, "community education" is a process by which public facilities are utilized as community centers operated in conjunction with governmental agencies and community service organizations to provide educational, recreational, cultural, social, health, and other community services for all persons in the community in accordance with the needs, interests, and concerns of that community."

Provision for the Establishment of a State Advisory Council

To make legislation as meaningful as possible at the local level--and to provide an exemplary comprehensive advisory process--it is a good idea to include in state legislation a provision for setting up a state advisory council for community education. Made up of state and local government officials and representatives of health, social services, business, education, cultural, and other organizations and fields from various parts of the state, the advisory council will promote implementation of the legislation, work with the State Education Agency to provide technical assistance to communities, and help maintain awareness of community education at the state level. South Carolina's legislation provides for a nine-member council appointed by the state superintendent for a four-year term.

Minimum Elements of Local Programs

Some legislation lists the basic functions that community education programs must perform in order to be eligible for recognition or funding. Washington State's mandatory child-abuse prevention stipulation is one example of a "minimum element." Although it may be useful (or politically efficacious) to prescribe the basic criteria of a community education program, the identification and itemization of required elements for local programs must be done with care. Community education works best not through imposed state programs, but through needs assessment and resource-mobilization. The minimum elements portion of the legislation should be both broad and flexible enough to allow each community to decide what is best for itself. Michigan's minimum elements are a good example of this flexibility:

"Community school" means a school that does all of the following:

i. Makes its facilities available for citizen use.

ii. Organizes local residents to assess local conditions, set priorities, and identify program planning.

iii. Identifies and utilizes resources within the community or those that impact on the community.

iv. Assists in the initiation of new and improved programs in an effort to improve opportunities for all residents of the community.

The State Education Agency's Responsibility for Overseeing the Program

As with many laws, successful implementation of a community education statute will depend in large measure on the development of a good statewide information system and on a state-level review process that will encourage and assist compliance.

Although state oversight procedures vary widely according to local protocol, Alabama's State Plan for Community Education contains the following record-keeping measures, which may be sufficient in legislation that is enabling but not financing:

> The SEA shall develop a system for collecting from each LEA, the statistical and other information needed to evaluate compliance with this Act.
>
> Each LEA shall submit to the SEA annually a report on its progress in meeting the requirements of this Act. The report shall include a description of the promising practices being implemented under Section IID, and identification of schools that do not meet the standards for providing an environment for successful education.

Provision of Funding/Applicant Eligibility

Community education supporters who choose to seek state funding as well as recognition should devote the final section of the legislation to the procedures for distributing funds to local districts and setting up formal accountability arrangements. Funding legislation varies widely from state to state, depending on, among other things, the state legislature's protocol and the extent of the state's financial commitment.

The funding and reporting specifications in Kentucky's community education legislation are among the most detailed of the current community education acts:

(1) Subject to the availability of funds, a public school district may receive funding for a community school program if it meets all of the following criteria:

(a) Submits an application for approval by the state board of education in the manner and form described by the department of education;

(b) Submits a plan, approved by the local board, which outlines the proposed community education program, including procedures for obtaining the involvement and cooperation of other agencies and groups in identifying and recommending programs for meeting the needs of citizens;

(c) Establishes an advisory council, appointed by the board of education, to assist in conducting community needs assessments and recommending program priorities; and

(d) Employs at least one full-time community education director.

(2) Two or more school districts may combine for purposes of qualifying as a community school.

(3) Funded positions shall not be awarded to qualified districts in the ratio of district population to state population.

(4) Each community school receiving state funds for a community education program must submit an annual report to the state department of education. The report shall include an evaluation of the program and a financial statement. Failure to submit the report shall result in the loss of the community school designation.

While South Carolina's legislation does not include a provision for direct funding to local districts, it does promise technical assistance to local districts from the state, and may serve as a prototype for that particular type of legislation:

> There are hereby authorized to be appropriated such sums as necessary to carry out the purposes of this Act. The SEA shall make available to LEAs and to other entities and individuals having duties under the Act, technical assistance which will aid in the performance of their responsibilities.

Copies of enacted community education legislation can be obtained quickly and easily through the public information office of each state legislature. Although a state's political tenor and legislative requirements will affect the content of successful legislation in a particular state, the exemplary laws passed in South Carolina, Michigan, Kentucky and other states provide an outline and language easily adaptable for use elsewhere.

In the past, writing the official legislation was to many the most daunting part of the legislative process; but the superior efforts of several states have broken important ground. Today's community education advocates find they have more time to spend in the capitol, and less to spend at the typewriter.

In the 1990s, there must be a goal for our educational system: every public school a community school, and every citizen a student. At whatever age or level of development and regardless of educational or cultural background, anyone who seeks education as a means to personal improvement and community empowerment must find the doors open. Education's race against catastrophe can be won: the shared enterprise of education invests all citizens with a responsibility for, and commitment to, the well-being of all members of the community--their education, their working lives and their future. Community education has been around, succeeding quietly, for a very long time. Now it must grow to realize its full potential.

CONSTRUCTING THE COALITION

Minnesota community education advocates were remarkable in their ability to bring together a wide range of civic, education, religious, health and business leaders to support the development of early childhood family education as an aspect of community education legislation. Below are listed some of the groups and individuals who participated:

Governor

Commissioner of Education

Minnesota Federation of Teachers

Minnesota Education Association

Minnesota Academy of Family Physicians

Parent-Teacher-Student Association

Council on Quality Education Directors, St. Joseph Hospital Marriage and Family Education Center

Pastoral Council Liaison

Minnesota Association for the Education of Young Children

Greater St. Paul Council for Coordinated Child Care

Minnesota Academy of Family Physicians

League of Women Voters

Minnesota Catholic Conference

Minnesota State Medical Association

Minnesota Synod Lutheran Church

School Nurses Organization of Minnesota

Minnesota Association of Children with Learning Disabilities

Family Education Director, United Methodist Church

Minnesota AFL and CIO

Bureau of Maternal and Child Health Division, Minnesota Association of Children

Family Social Science and Family Study Center, University of Minnesota

Also included in the coalition were a former governor and a former chief justice of the Minnesota Supreme Court; deans and professors of sociology and early childhood education from Minnesota colleges (both public and private); a Mayo Clinic doctor; and a number of officials of philanthropic organizations.

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